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ABSTRACT

This annotated bibliography covers the period from 1969 to 1975, although some older items are included because of their particular relevance. Many of the articles are summaries of studies and surveys of women administrators. Some address themselves to characteristics and qualifications that women administrators should possess. The majority of authors advocate changes through education in order to prepare both men and women for future roles in society and leadership positions. (Author/MSE)

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Annotated Bibliography

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WOMEN IN HIGHER EDUCATION ADMINISTRATION

by

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The following is a selected annotated bibliography on Women in Higher Education Administration covering the period from 1969 to 1975. Some older items have been included because of their particular relevant value for this topic.

Many of the included articles are summaries of studies and surveys of women administrators in academe. They indicate in their findings that a very low percentage of top academic administrative positions are held by women (2% nation-wide in 1973-1974), and many of such positions held by women are usually in smaller private, religious or women's colleges. Furthermore, many of the women administrators in higher education are in supportive positions where they are given staff responsibilities rather than policy-making ones. Such positions would include associate and assistant deans, program directors, etc.

Many reasons are cited for these findings such as women do not actively seek administrative positions, search committees and hiring administrators are not aware of qualified women, women have no role model to follow in order to prepare themselves for such positions and women are often discriminated against because of stereotyping.

Some of the articles address themselves to characteristics and qualifications which women administrators should possess. Findings in this area indicate that both characteristics and qualifications for women administrators are similar to those for men administrators. These qualifications include a doctorate in higher education, management and budgetary skills, sensitivity, ability to work with people, creativity and the like. However, it would add another dimension to administration if women could also apply humaneness and gentleness to such positions.

The majority of authors advocate changes through education in order to prepare both women and men for future roles in society and leadership positions.

Arter, Margaret H. The role of women in administration in state universities and land-grant colleges. 1972. 3pp. ERIC Clearinghouse ED 086-085.

146 responses from male administrators and 101 responses from female administrators were the bases for this study. It was found that relationships exist between women in top level administration and the birthplace of their fathers, the occupation of their mothers, whether or not they have children and their reason for working. There is also a relationship between their academic rank, their age, where they attained their degrees, the number of positions held and their reasons for working.

Finally, there is also a relationship between their salary and the above-mentioned facts.

Bacon, Paul A. "PA's - most are middle-aged and male." College and University Business, LVI (February, 1974), pp. 22-24.

Purchasing agents for educational institutions are predominantly male. Out of 166 respondents to a survey, only four were women and they were found in schools of less than 2,500 enrollment and private colleges. It was found that most of 166 purchasing agents were in the 40-50 age bracket. The percentage of these purchasing agents holding university degrees increased with the size of the educational institution.

Bruker, Robert, Jass, Ruth and Schefelbein, Barbara. "The role of women in management in our profession - three points of view." College and University, L (Fall, 1974), pp. 46-59.

The first viewpoint express by Ms. Jass, a top level university administrator, advocates equal opportunity and equal pay for women but not necessarily affirmative action. She does not think women should be like male administrators, but rather they should add humaneness, cooperation and gentleness to their administrative job.

The second view by Mr. Bruker is rather pessimistic. He sees very little hope for improving women's position in academic administration in the future and details many examples of discriminatory practice against women, especially in the American Association of Collegiate Registrars and Admissions Officers.

Ms. Schefelbein presents still another view. She discusses the token woman in management and the stereotyping of women as being unfit for administration. She hopes this will change soon because the token woman presents a stress situation.

Carroll, Mary Ann. "Women in administration in higher education." Contemporary Education, XLIII (February, 1972), pp. 214-218.

The author, an assistant dean at Indiana State University, assesses the present situation of women administrators in higher education by stating that there are few women who hold high administrative positions, not because they are not suited or qualified for them, but because women don't seek such positions, other administrators don't recommend women for such positions and selectors for such jobs don't look for women candidates. Legislation and women's rights groups are helping to change the situation.

Eaton, Louise L. A survey of women graduates in the field of educational administration. Dissertation, Eastern Michigan University, 1970.

This study deals with women who earned their advanced degrees in the field of educational administration from four Michigan universities during 1965-1970 to determine what percentage were actually working in administrative positions and to determine why the rest were not working in such positions. Fifteen percent of the survey sample were religious order members, half of the respondents were employed as administrators, but only 6.4% in colleges. Thirty women were not in administrative positions, 17 by choice; 13 of them wanted to work as an administrator, but only 3 of them had actually applied for a position. Various reasons were cited for not applying.

Fecher, Ann. Career patterns of 650 women administrators in non-typical women's positions in public coeducational institutions. Dissertation, University of Wisconsin, 1973.

The author found that women administrators generally accept new positions within the same institution rather than from the outside, that their backgrounds were not similar and that being married and a woman in administration is neither an advantage nor a disadvantage.

Gillies, Jean. "In defense of the dean of women: A new role for a new world." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Summer, 1975), pp. 156-162.

The author argues in favor of retaining the Dean of Women position in higher education. It gives women a chance to become administrators and to fill the needs of women students. This particular position can be redefined to answer present day needs of students.

Haller, Lola M. The future role of the highest ranking woman student personnel administrator in the college or university and a suggested training program. Dissertation, Michigan State University, 1967.

The writer found that the role of the student personnel administrator is in transition. Women will have to obtain the necessary requirements needed for administrative positions in student personnel services. This will most likely be the doctorate. Also recommended for preparation are interdisciplinary training programs and internships.

Ingraham, Mark. Mirror of brass: Compensation and working conditions of college and university administrators. Madison: University of Wisconsin Press, 1968.

This report was prepared for the Commission on College Administration and deals with such topics as salaries, fringe benefits and the various types of administrative officers in higher education. Only 2 pages refer to women administrators, stating that there are very few of them. However, since it is a good fundamental source of information for academic administrators, it was included here.

Kaufmann, Susan. "Few women get positions of power in academe, survey discloses." The Chronicle of Higher Education, V (November 30, 1970), PP. 1 and 4.

This report summarizes a survey conducted by AAUW of 450 academic institutions. Indications were that women are rarely on the policy-making level, that they are underrepresented in administrations of large universities and that women administrators are usually department heads of nursing, home economics or the library.

Krohn, Barbara. "The puzzling case of the missing Ms." Nation's Schools and Colleges, I (November, 1974), pp. 32-38.

This article states that women are represented among top public school administrators and almost non-existent in top academic administrative positions. The present trend is to appoint even male heads of women's colleges. The reason for this is legal, educational, economic and psychological discrimination. Myths keep women from administrative positions because research disproves most stereotype claims. Conferences, seminars, women's study programs are trying to help women overcome some of

the problems. Affirmative action programs and women's groups are also working in that direction. Ultimately, it will be responsibility of individual women to prepare themselves and seek administrative jobs.

Mattes, Linda and Watkins, Foster. "Women in administration in schools of education." Intellect, CII (November, 1973), pp. 132-133.

This is a comparative study of men and women in administrative positions in schools of education. 312 schools of education participated in the study. It shows that women held 8% of the total administrative positions, 5% were deans, 7% were assistant deans, 4% were department heads, 23% held other related positions classified as "staff" positions. Most of the women's positions are in reality assistant positions. Better recruitment practices and affirmative action are advocated.

National Council of Administrative Women in Education. Wanted - more women in educational leadership. National Education Association, 1965. 28 pp.

This pamphlet presents both an historical and a statistical overview of women in educational leadership. Reasons are cited for women's absence in high administrative positions in public and higher education. Suggestions are offered to improve the present state of affairs for women in educational leadership. A study guide for this pamphlet is available so that this publication can be used in workshops or seminars on women in educational leadership.

Nieboer, Nancy. "There is a certain kind of woman." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Spring, 1975), pp. 99-103.

The author discusses leadership characteristics associated with administrators and their particular application to women. One of the major problems facing women who are interested in administration is the lack of leadership models. Much of the recent research is quoted to support these statements. The idea of developing a female administrator profile is supported by the author.

Oltman, Ruth M. The evolving role of the women's liberation movement in higher education. 1971. 9 pp. ERIC Clearinghouse ED 049-489.

The AAUW conducted a survey on the role of women in higher education. 454 responses support the growing data that women do not have equal status with men in academe. Women are under-represented particularly at the administrative level. Institutional policies which perpetuate this situation should be changed. Active recruitment of women for administrative and faculty positions should be encouraged.

"Opportunities for women in higher education." In Carnegie Commission on Higher Education. A digest of reports of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1974.

This report summarizes various problems of women in higher education such as admissions, discrimination, undergraduate women, women's colleges, women in graduate and professional schools, affirmative action, campus needs and women as faculty and administrators. The report points out that women are practically non-existent in top academic administrative positions except in Catholic and women's colleges.

Painter, Edith G. "Women: The last of the discriminated." Journal of the National Association of Women Deans and Counselors, 34 (Winter, 1971), pp. 59-61.

The author provides a summary of women's place in the nation's work force and

gives statistics on women educational administration as follows: in 1940 women were 30% of college faculty, now they are 22%. A recent survey showed that in universities men had most of the top administrative positions except for head librarians. The article discusses women's educational attainments, political aspirations, their place in business.

Peterson, Martha. "A woman administrator speaks: Openness and secrecy in educational administration." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Spring, 1975), pp. 124-131.

The writer maintains that even though educators' natural inclination is openness, there are situations in educational administration where information may have to be withheld in order to achieve more important goals. Honesty and openness are essential if the individual is mature, but it is not always effective in administration where different types of persons may be involved in a particular situation. Yet, administrators need to establish credibility in order to work effectively. The right to privacy, the responsibility to preserve the institution from attack and temporary instabilities limit the openness of administrators.

Pfiffner, Virginia. "Women as leaders in higher education in these changing times." Delta Kappa Gamma Bulletin, XLI-III (Spring, 1975), pp. 5-10.

The author, a dean at El Camino College in California, summarizes her dissertation which is based on an investigation of women top level administrators in 92 public community colleges in California. The author tried to determine which characteristics these women would have in common to be used as model for other women aspiring to academic leadership roles. Included in the article is an historical overview of women's role in society. The author found that women constitute 4% of the top level administrators in these colleges and that a doctorate is not necessary for such a position. Parents and administrators were found to have played influential roles in the lives of these women. Most of the women surveyed were married, had children and their average age was 40. The women expressed a liking for the creative and innovative aspect of their work but not the routine paperwork.

"Preparing women for college posts." Intellect, CII (March, 1974), pp. 345-346.

This article states that less than 2% of top academic administrative positions are held by women. To help women become qualified and experienced for administrative positions in higher education the Carnegie Corporation has sponsored two grants. One grant will involve a ten-month internship for recent women graduates to be administered by Cedar Crest College in Pennsylvania. A second grant to support administrative advancement of women faculty members from major public universities gives these persons an opportunity to participate in a six-week seminar at the University of Michigan.

Reeves, Mary E. "An analysis of job satisfaction of women administrators in higher education." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Spring, 1975), pp. 132-135.

The author collected data during 1973-1974 from 96 women administrators in large Midwestern universities through personal interviews. Positions held included deans, associate and assistant deans, department heads, directors, etc. Sixty-seven percent of the sample achieved a high degree of job satisfaction. Another finding was that 56% of the single administrators and 71% of the married ones achieved a high

degree of job satisfaction. The study also indicates that working conditions and climate has not changed very much for women administrators. Job satisfaction seems to come from a sense of personal worth rather than other external factors.

Rossi, Alice S. and Calderwood, Ann. Academic women on the move. New York: Russell Sage Foundation, 1973.

This collection of essays and studies deals with the position of women in higher education and provides a comprehensive overview of information available on women in academe. This work includes some information on women in administration in one essay by Patricia Graham entitled "Status Transition of Women Students, Faculty and Administrators" (pp. 169-172). Here the author explains the reasons for the scarcity of women administrators. Another essay by L. Robinson, "Institutional variation in the status of academic women," includes a section on women administrators (pp. 223-225).

Schetlin, Eleanor M. "Wonderland and looking-glass: Women in administration." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 pp. 104-109.

The article is concerned with the characteristics of a high level academic administrator, male or female. The author discusses discriminatory practices of male administrators. Women are not given an equal chance to participate fully in administration, according to this author. Also discussed is the "big daddy-little woman" syndrome where one woman is the only administrator among many men and plays a supportive rather than a leadership role. A national approach to irrational practices in administration is advocated.

Scully, Malcolm. "Women in higher education: Challenging the status quo." The Chronicle of Higher Education, IV (February 9, 1972), pp. 2-5.

In this article an overview is provided of women's place in U. S. colleges and universities on all levels from students to administrators. Even though the bulk of the report deals with women as students and faculty, a few interviews with women administrators, a president, a vice-chancellor and a dean are included. These interviews detail how these women arrived at their respective positions.

Sizemore, Barbara A. Will the woman administrator make a difference? 1973. 5pp. ERIC Clearinghouse ED 078-497.

This is a paper which was presented at the American Association of School Administrators annual convention in Atlantic City, February, 1973.

The author states that even though research studies have indicated women's capabilities as school administrators, few women are now in positions of leadership. Yet, more women are part of the work force than ever before, and there are more female heads of household than ever before. It is recommended that women be more aggressive in pursuing administrative positions.

The status of women faculty and administrators in higher education institutions 1971-1972. 1973. 8pp. ERIC Clearinghouse ED 080-034.

The information summarized in this report was collected in the NEA research biennial study of salaries in higher education, 1971-1972. The report summarizes faculty

salaries by sex, tenure, status of faculty by sex and number of persons and their salaries in administration by sex. This is a basic statistical document for research purposes in the area of women in academic administration.

Thurston, Alice J. "A woman president? A study of two-year college presidents." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Spring, 1975), pp. 118-123.

The author found that in 1973 3% of junior college presidents were women; most of these were nuns in Catholic colleges. A survey of these women presidents showed that the average age was 50 or older; previous experiences included teaching, personnel work and research. The surveyed sample indicated that being a woman president did not create special problems. The author suggests that women in administration should encourage other women to prepare for such positions by taking course work and participating in internships.

Tyler, Leona E. "Must university administration remain a man's world?" Wayne State University Graduate Comment, XII (1969), pp. 6-11.

The author, dean of graduate school at the University of Oregon, discusses the satisfaction inherent in administrative positions and that the efforts involved in obtaining job satisfaction are not really related to sex at all. Yet, there are very few women in academic administration partially because of discrimination, partially because of nepotism rules and partially because of women themselves because they are passive and do not look for challenges. Society must look for intelligent persons and utilize them fully without worrying about their sex is the author's conclusion.

Valentine, Carol. "Women in university administration." Innovator, VI (January 20, 1975), p. 3.

The author, a 1973-1974 American Council on Education Fellow in university administration at Oregon State University, investigated the present situation of women in university administration. She found that there is a dearth of women university administrators and advocates that women should be appointed to administrative positions at an accelerated rate and that they should be given all the help and training possible to prepare them. Furthermore, men should be involved in programs to sensitize them toward women administrators. Research on discrimination within academic institutions is also needed.

Verheyden-Hilliard, Mary Ellen. "Kindergarten: The training ground for women in administration." Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Summer, 1975) pp. 151-155.

In order to have more women as academic administrators, they need to be prepared from the very earliest educational experience together with the men. It is important to prepare both girls and boys for their future roles in society, regardless of whether or not they will be in administration.

Whitney, Mary E. "Women student personnel administrators: The past and the future." Journal of College Student Personnel, XII (January, 1971), pp. 7-10.

A recent trend in student personnel programs has been to reorganize it in such a way as to eliminate the position of Dean of Women, usually held by a woman. The problem arises then what to do with the woman student personnel administrator. The

article discusses this problem, the history of the position and the current trend which seems to be a conservative one in which women's causes are suffering a decline.

Winkler, Karen J. "Women administrators seek way out of isolation." The Chronicle of Higher Education, VIII (November 5, 1973), p. 5.

This is a report on a New England conference at Wellesley College for 250 women administrators in higher education to discuss and share their problems and experiences. The majority of them felt that they had been kept from line responsibilities by having been placed in middle management and assistant positions to comply with affirmative action programs. Concerns were expressed about identity problems, budgetary and finance training programs for them.

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